DOCUMENT RESUME

ED 297 356 CS 211 425

AUTHOR Bruce, Rae; And Others
TITLE Research Paper Guide for Merrimack High School. 2nd Edition.
INSTITUTION Merrimack School District, N.H.
PUB DATE 87
NOTE 42p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *English Curriculum; English Instruction; High Schools; *Research Papers (Students); Research Skills; Skill Development; Student Research; *Writing Processes; *Writing Skills
IDENTIFIERS Modern Language Association; Research Curriculum

ABSTRACT

This guide for Merrimack High School in Merrimack, New Hampshire was written to help ease demands on teachers' time and to improve the quality of papers through standardization of format. The authority used for the guide is the 2nd edition of the "MLA Handbook for Writers of Research Papers" published in 1984, which teaches the methods most students will be required to use after high school. The guide contains two partial research papers to accommodate requirements of high school teachers. The first sample paper is more complete and uses endnotes for those teachers who will continue to ask for that method of crediting sources--footnotes are mentioned but not emphasized because endnotes have replaced them. The second sample paper in the guide uses tagging, the method most students will need for post-secondary research papers. The guide also contains a detailed section that gives many samples of this second method as well. Originality of thought that helps the student to create a good research paper is emphasized in the guide. The section on "The Research Paper Defined" explains the differences between a formal research paper and a report summary. Included in the guide are general hints for writing a good research paper as well as a detailed explanation of documentation or crediting of sources. (RAE)

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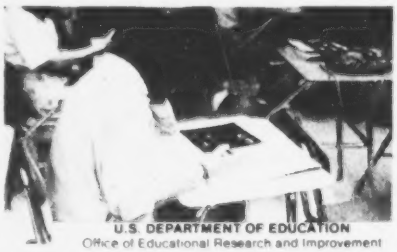
RESEARCH PAPER GUIDE



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FOR

MERRIMACK HIGH SCHOOL

Merrimack, New Hampshire

CS211425

RESEARCH PAPER GUIDE
FOR
MERRIMACK HIGH SCHOOL
MERRIMACK, NEW HAMPSHIRE

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2nd Edition, 1987

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PREFACE FOR TEACHERS

This guide was written to help ease demands on teachers' time and to improve the quality of papers through standardization. The authority we used is the 2nd edition of the *MLA Handbook for Writers of Research Papers*, published in 1984 and widely adopted by journals, colleges, universities and graduate schools. Our revision reflects the changes that were made in the *Handbook* and, therefore, teaches the methods most students will be required to use after high school.

Our guide contains two partial research papers to accomodate requirements of high school teachers. The first sample paper is more complete and uses endnotes for those teachers who will continue to ask for that method of crediting sources. Footnotes are mentioned but not emphasized because endnotes have replaced them. The second sample paper uses tagging, the method most students will need for post-secondary research papers. In the text of this guide is a detailed section that gives many samples of this method as well.

The other major change in this edition of our guide is a new emphasis on the originality of thought that helps the student to create a good research paper. The section on "The Research Paper Defined" explains the differences between a formal research paper and a report summary. Anytime a student uses references to gather information, he must credit his sources. The examples in this guide will help you to reinforce consistent format and make your correcting easier.

Each student required to write a research paper will have a copy of this booklet to keep throughout his high school career. English classes receive their handbooks and instruction in research skills during the *first semester of their sophomore year*. Teachers outside of the English Department need not teach research skills to their classes unless they assign such papers during the students' freshman year. In this situation they should use the *Research Paper Guide* for format.

GENERAL HINTS FOR SUCCESS

1. Respect materials that are not yours. DO NOT CUT PICTURES OR PAGES out of books, magazines, encyclopedias, or any other source that you do not own.

2. Give credit to all of your sources using the methods explained in this booklet. Be sure that you understand the difference between plagiarism and research.

3. Leave all research materials (notecards, rough drafts, bibliography cards, sources, etc.) where they are safe from ANY danger of being lost or stolen. Do not depend on an extension of the teacher's deadline in case such a loss happens.

4. Make sure that you understand exactly what your individual teacher's requirements are for topics, sources, length, documentation, and format. Set up an appointment for extra help if you are confused or run into difficulty.

5. Most importantly, learn to pace yourself so that you will have plenty of time to complete each step in the process. Again, do not depend on an extension; many teachers do not give them other than for emergencies.

6. Keep this guide throughout your high school career as this will be the only one given to you. You will also find it useful after high school, as it teaches methods widely accepted by businesses, colleges, universities, and journals.

THE RESEARCH PAPER DEFINED

The research paper is an in-depth, formal paper written from a collection of what others have said about a topic. The purpose is to glean as much information as possible and to compile it in a way that might shed new light on the topic. Though you will use information already known, you should use your own original thought to select and organize material, express ideas, and draw conclusions from the research. This goal requires choosing a topic which is limited enough to explore in depth.

The preparation of a reseach paper requires self-discipline. This means that it is important to set up a schedule that you plan to keep and that you devote enough time to ensure that your work is your best. Research papers CANNOT be written overnight.

In summary, the research paper can be described as having four characteristics. It is:

1. focused on a topic limited enough in scope to represent a thorough study
2. written after reading and gathering material from several worthwhile, informative sources
3. based on original expression, organization, and conclusions
4. expressed according to a standard format

STEPS TO FOLLOW

Choosing a Topic

Your teacher may assign a particular topic, or you may be allowed to choose your own. Keep two things in mind:

1. Pick an area that interests you; you will be spending many hours with it.
2. Be sure plenty of materials are readily available on the topic that you are considering. One or two general books are not adequate. Check with your teacher for his/her required number and type of sources.

Limiting the Topic

Once you have decided on an area of study, you must limit it enough to treat it adequately within the scope of your paper. Typical reseach topics might explore all sides of a controversial subject or seek to answer a question. Whatever you choose, one thing is certain—a narrow subject explored deeply is superior to a general subject treated superficially. Consider how long your paper must be before settling on a specific topic.

For example, though *American Literature* is too broad, *The Changes in the Role of Women as Reflected in American Novels of the 1970's* is sufficiently limited for study. *Energy* is too broad; but the question *Is Nuclear Energy Hazardous to Your Health?* can be effectively handled in a long paper. *Civil War Battles* is too broad, but *Vicksburg and Gettysburg: Keys to Success* is nicely limited.

Writing the Purpose

After thinking about your topic and doing a little background reading, state in one or two sentences what you plan to cover in your paper. This purpose may change slightly as you continue your research, but it will at least focus your efforts.

Example: Erich Fromm, the Psychologist

Purpose: To focus on his most important contribution to modern thought.

You will notice when you read the second sample paper at the end of this booklet that the purpose helped the author to formulate a thesis statement. A purpose in taking notes is not, however, the same as a thesis formulated after research is complete.

Bibliography Cards

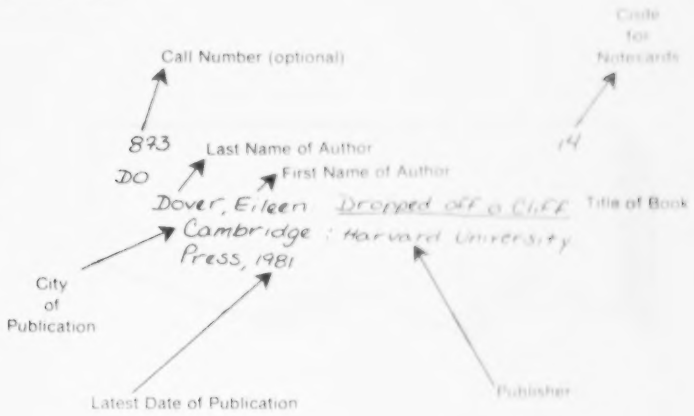
Working Bibliography

A working bibliography is a collection of possible sources for your research paper. You can list these on one sheet of paper, but using 3 x 5 inch index cards is a better idea. When you are ready to write your final bibliography or works cited list, you can simply arrange cards in alphabetical order. Those that are not used can be set aside without affecting your organization.

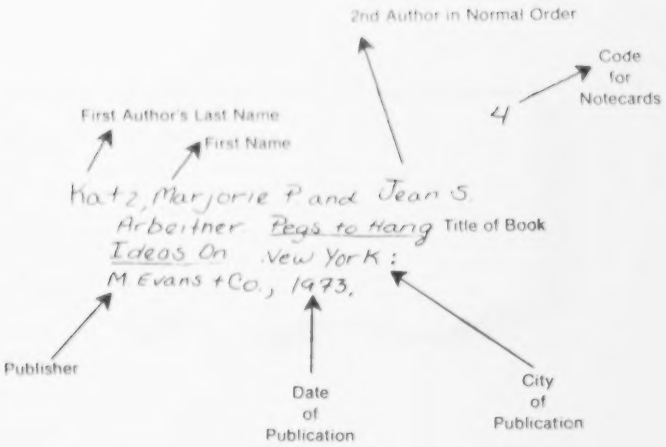
A working bibliography can be made without ever taking out a book or getting a magazine in hand. Work from the card catalog, the *Readers' Guide*, the vertical file, or any other reference source available. Bibliographies found in sources can be quite helpful. Have your cards and *Research Paper Guide* with you as you work so that you can set up each card correctly now and save yourself some time. You will find that many books and magazines will not be available at the exact time you want them. Others may turn out to be inappropriate, and others may be missing from the library. For these reasons, it is a good idea to have more than enough sources. Again, make sure that you meet your teacher's requirements for reference materials.

Sample Bibliography Cards

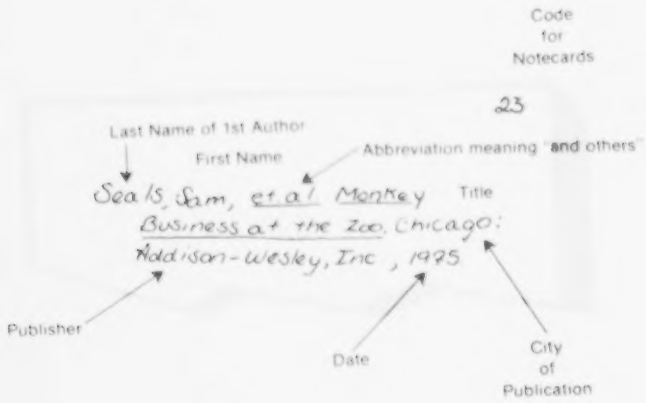
For a BOOK:



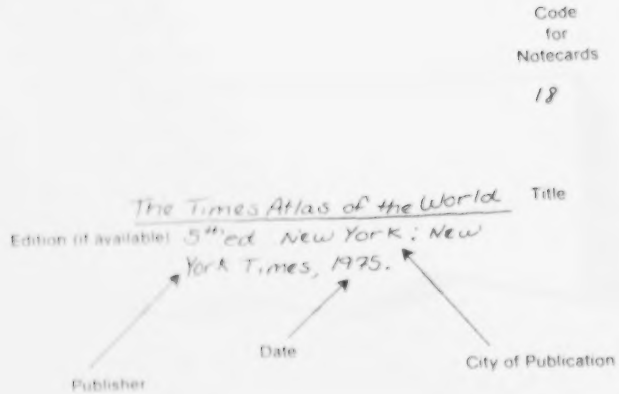
For a BOOK WITH TWO AUTHORS:



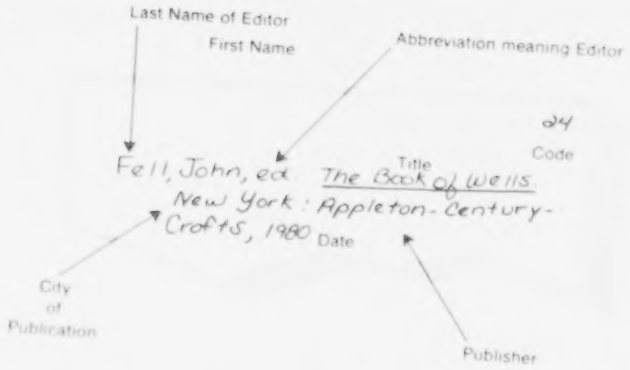
For a BOOK WITH MORE THAN TWO AUTHORS



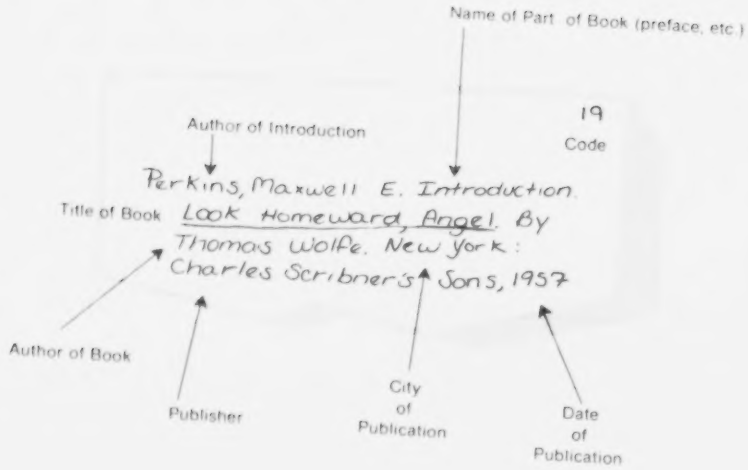
For an ANONYMOUS BOOK:



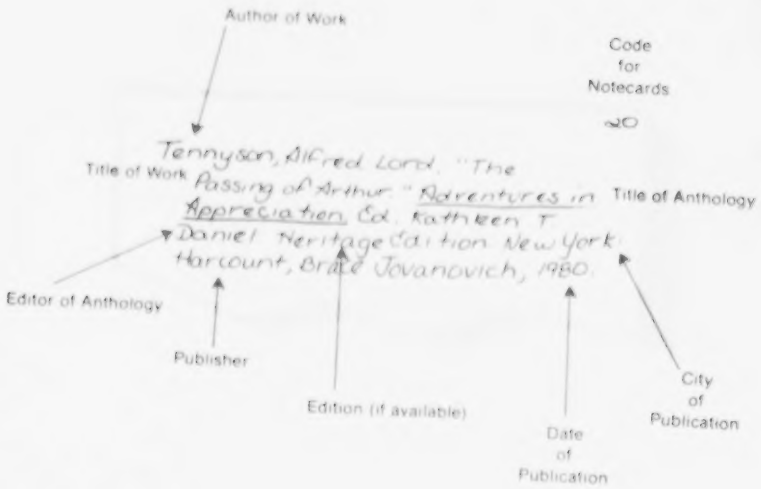
For a BOOK WITH AN EDITOR RATHER THAN AN AUTHOR:



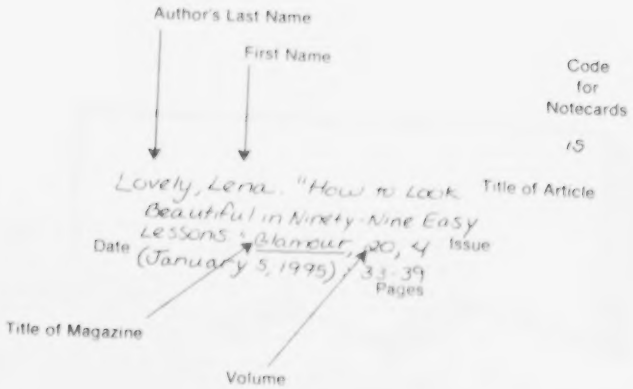
For an INTRODUCTION TO A BOOK:



For a WORK FOUND IN AN ANTHOLOGY

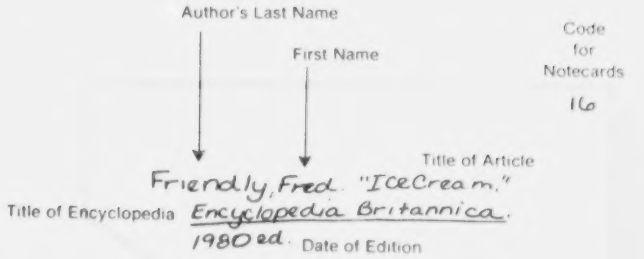


For a MAGAZINE:



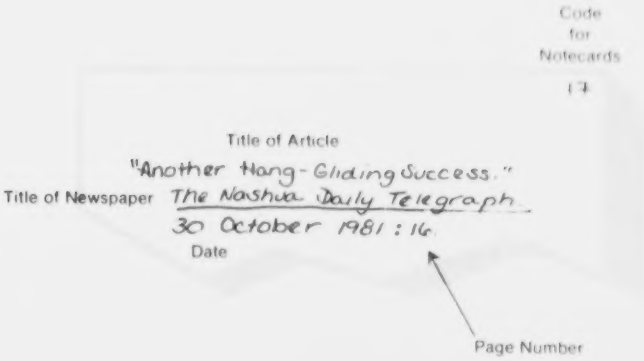
Note: If your magazine does not include all the above information, simply omit what it does not include.

For an ENCYCLOPEDIA:

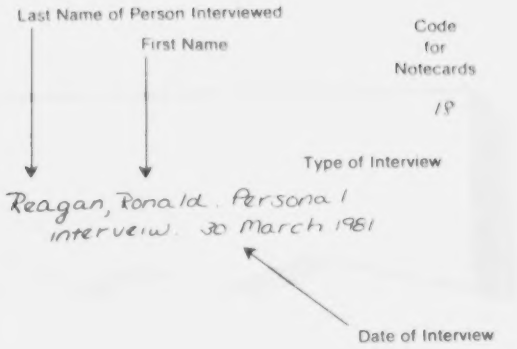


If the author is not given, simply start with the article title.

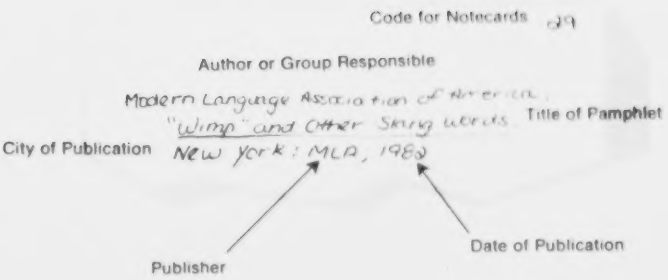
For a NEWSPAPER:



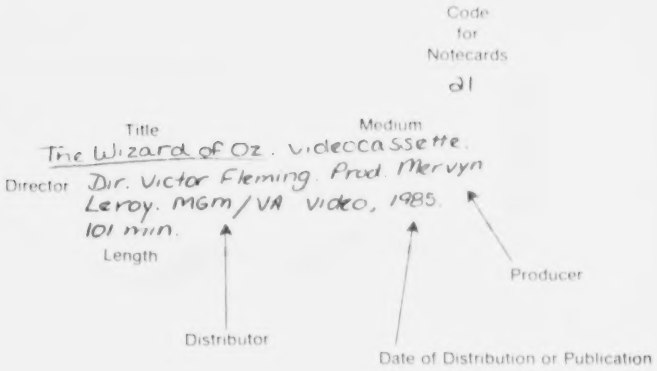
For an INTERVIEW:



For a PAMPHLET:



For a FILM, FILMSTRIP, SLIDE PRESENTATION, OR VIDEOTAPE:



Preliminary Outline

Your next step is to write down your plan in orderly fashion. This will enable you to see exactly how your paper should develop and therefore direct your notetaking. The easiest and best way is through a preliminary outline. You might say, "How can I write an outline when I don't know enough about the subject?" You might be right. The best place to begin, then, is to locate and to read a few general articles to give you some idea of the topics on which you will need information. A reputable encyclopedia is a good spot to start, though your teacher may not want you to use encyclopedias as sources in the final paper. Jot down what seem to be major divisions of the subject. Try to anticipate important questions your paper will have to answer.

The next step in writing a preliminary outline is to arrange your ideas in a definite order (most important to least important or vice versa, chronologically, by topics, etc.). Remember that a preliminary outline is a working plan and WILL CHANGE AS YOU CONTINUE RESEARCHING. Do not try to crowd too many details here. The language of the outline should be simple.

Below is a *topic* outline. Notice that no line contains a complete sentence or question. Your teacher will inform you if s/he prefers a sentence outline in which all lines are complete thoughts. Use this model for capitalization,

spacing, and organization for your preliminary outline. Note that each subtopic is broken into at least two parts. Follow your teacher's advice for the number of major topics; the general rule is to keep the number down to three or four. Notice again that the student has not yet formulated his thesis at this early stage in his research. He has a general purpose in mind and will narrow it down to an opinion that his studies will help him to support. This preliminary outline relates to the second sample paper found later in this handbook.

Erich Fromm's Contributions

Purpose: To learn about Fromm's most important contribution to modern thought

I. General area of Erich Fromm's work

A. Psychology
B. The 1960's
C. Major contributions

II. Influences on Fromm

A. Childhood
B. Education
C. Religion

III. His Theories

A. Individual man
B. Society
C. Religion

IV. Evaluation

A. His impact
B. Others' opinions

Note Cards

Before taking notes from any source, be sure you have copied the necessary bibliographic information on a 3 x 5 inch card and have coded this card. All notes from this particular source will use this code, whether it is a number, color, or symbol.

The best practice is to take notes on cards rather than large sheets of paper or in a notebook. You may feel that it is a waste of time and cards if you have not tried this system, but it will actually save you much later aggravation. Notes taken on cards of the same size are much easier to carry, sort, organize, and keep neat during the process of reading and writing

about your subject. It is a good idea to use 4 x 6 inch cards rather than 3 x 5 inch cards for notes because they offer just the right amount of room for bits of information and can be distinguished easily from bibliography cards. Each idea that might be used in a different part of the research paper should be taken ON A SEPARATE CARD. One source should be represented on each card. These notecards are called slugs.

Start to read and take notes. Begin with books in your bibliography, with the most thorough study that you have available. This will give you a good framework for the rest of your research. TAKE YOUR NOTES AS YOU READ RATHER THAN AFTER YOU ARE DONE WITH THE BOOK. In fact, the best place to sit with your cards and sources is right in the library. That way, you can return books that are not useful at once and take another source. WITH YOUR PURPOSE IN MIND EVERY MOMENT, look through chapter headings or the preface to get a grasp of the main ideas and the organization. When you have a direction, you will be surprised at how quickly you can find what you want. Make use of the indexes at the backs of books, too. Cross-check references.

The procedure to follow in taking each note is:

1. Write the code of the source (from the bibliography card) in the top, right-hand corner. This saves your having to write out all of the information about your source on every card. You need this material for documentation, or crediting your sources in your paper.

2. Write the note itself—a summary in your own words, a brief statement of fact, a group of statistics, or a quotation. Put a single topic on each card, and write only on the front. If you need to continue the note on another card, staple the two cards together. Usually this is an indication that you need to break the note into separate topics. About 85% of your note cards should be in your own words, or paraphrased (see advice below about quoting).

3. Write the page numbers clearly and directly below the note. Do so even if the note is a summary of several pages. Again, you'll need this information for documentation. It is very rare that you will have a source without page numbers, so check carefully that each card has this number on it before you put it aside. Make this a habit.

4. If you can do so, write down any ideas of your own that the note card brings to mind. Do this in a different colored pen or in brackets in the bottom, left-hand corner. Connections to other cards and possibilities for other topics to research are good ideas. If you jot thoughts down as soon as you think of them on the notes that brought them to mind, you will save yourself time and trouble later.

The following illustrations are examples of cards taken in the student's own words. Notice the five parts that were described above. Each card represents one of the sample papers.

Identifying Phrase (slug)

Number of Corresponding Bibliography Card

Description of Loch Ness - water

2

Note Itself (paraphrase here)

waters deep, dark, cold, and dangerous
has a suspension of peat that turns water brown and murky so that no light penetrates no more than 12'
water neither freezes nor warms up
currents strong - people have perished in them

[reasons for lack of good pictures]

(optional) Note to Yourself
Questions to raise, comparisons to make, comments

p. 98

Page Number

Number of Corresponding Bibliography Card

theory on freedom + isolation Identifying Phrase (slug)

1

Paraphrased Information

as people gained more freedom throughout ages, felt more + more isolated

Slaves actually felt security in belonging to someone.

Similarly, children feel insecure as they mature and grow independent

[always true?]

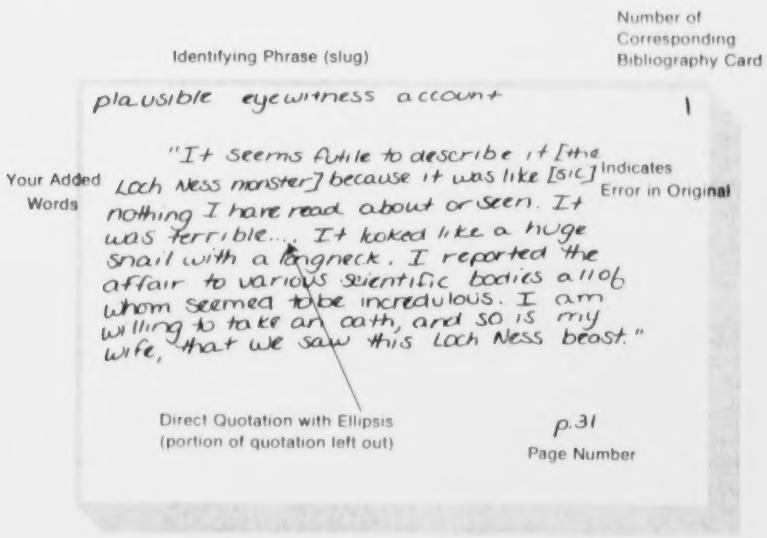
Your Question

Page Number 100

Because the final product will be mostly in your own words, take down the author's exact wording only when you plan to use his/her words in your paper. These qualifications will help you know when an author's words should be copied directly:

1. They are the best evidence to support a fact or opinion.
2. They are unusually clear, brilliant, or brief.
3. Their content is of interest in themselves (these words show something about the speaker, for example).
4. They are the opinion of a respected authority and are nicely worded.
5. YOU FULLY UNDERSTAND WHAT THEY MEAN.

If the note is a direct quotation, you must use quotation marks. Otherwise, you may forget that the words were not your own when you write your paper. If you omit words from the quotation to save space, indicate the omission with an ellipsis (three periods with spaces between them . . .). If you add words to the quotation for clarity, enclose them within brackets [ ]. Quote accurately. Even if an error exists in the text, copy it and follow it with [sic], which means "thus in the original." Follow all of the steps listed above for taking notes on cards. The two samples given below represent the two research papers at the back of this booklet.


Identifying Phrase (slug)
Number of Corresponding Bibliography Card
plausible eyewitness account
1
"It seems futile to describe it [the Loch Ness monster] because it was like [sic] nothing I have read about or seen. It was terrible.... It looked like a huge snail with a longneck. I reported the affair to various scientific bodies all of whom seemed to be incredulous. I am willing to take an oath, and so is my wife, that we saw this Loch Ness beast."
Your Added Words
Indicates Error in Original
Direct Quotation with Ellipsis (portion of quotation left out)
p.31
Page Number

Number of
Corresponding
Bibliography Card

need for others 4

Identifying Phrase (slug) (see 2nd sample bibliography card)

"The deepest need of man, then, is
the need to overcome his separateness,
to leave the prison of his aloneness."

Quotation

[ironic that being
alone = "a prison"]

Your Comment

Page Number p 202

Thesis Statement

When you are well into your note-taking, you are ready to check your purpose and to write a thesis statement. This is simply a complete sentence that expresses a point that your research has taught you. It is a refocusing of your topic and a reflection of the reading and thinking that you have been doing. If you did your research throughly, you have become an expert on your subject, capable of putting pieces together and drawing conclusions. Read through all of your note cards, thinking about your purpose for doing the research. On a piece of scrap paper, jot down any ideas about your topic that come to mind. Adding more comments of your own (in brackets or colored pen) to the cards will enable you to expand your research.

Search for a thread that runs throughout your cards, a point that you will use to organize your findings. This conclusion will not be a factual statement, but an opinion that your facts will clarify and support. A good thesis statement is arguable, not something that you already found stated in your sources. For example, "The heart is a complex organ with many parts" is not worth proving, but "Exercise has a long-term effect on heartbeat rate" is. "Acid rain contains chemical waste" is too factual; "Acid rain destroys fresh water lakes" is fine.

One English student had as her purpose to find out how well the play *Electra* fit the form of classical tragedy. She took notes on the play itself,

what critics said about it, and the definition of tragedy. Examining these notes and thinking carefully, she came up with this thesis statement: *Electra* combines excellent characterization, complex portrayal of conflict, and a thrilling climax to show that *when two opposed rights collide, one must ultimately destroy the other.* No one would deny that the play she studied fits the form of tragedy. She had to prove, through reference to her research and her own ideas, that the struggle between two rights is the most important part of the tragedy. Her thesis statement is a very formal, literary one that includes not only her key idea, but also the elements she would use to present her argument. Study the two sample papers in this booklet carefully to see how their authors develop their thesis statements.

Final Outline

Read through your note card slugs, and move any cards unrelated to your thesis statement to the back of the pile. DO NOT THROW THEM AWAY in case you change your approach later on. Stack your cards by topics. You may find that cards with different topic headings are closely related and can be placed in the same pile. Move the piles around until you find a logical order for them, making use of your preliminary outline and your common sense to help you. You should have three or four major divisions. At any point in this process, go back and research more when you see you have too little information in an area. Also, keep your mind open to new ideas about your topic as you work.

As you write your final outline, use the following guide for indenting and indicating various divisions and subdivisions. This model would, of course, continue.

TITLE OF PAPER

I. Major Division

A. Subdivision
1. Sub-subdivision
a.
(1)
(a)
(b)
(2)
b.
2.
B.

II. Next major division

You may not always want to break the topic down as far as the model goes. In breaking topics into subdivisions, note that a Roman numeral I

must have a Roman numeral II; a capital A must have a capital B; a 1 must have a 2, and so on. If you cannot break a topic down into two smaller parts, leave it as part of the larger topic. Divisions of equal rank should be in parallel structure, or set up the same way. Each major section should be related in some way to your thesis statement. Think of each part as another step in your argument. The paper on *Electra* used characterization, conflict, and climax as the major divisions of her outline. Each section demonstrated a collision between two sides, her interpretation of tragedy.

Your teacher may or may not ask you to provide a final outline of your research paper. You will find that the first sample paper does have one, but the second does not. You cannot write a good research paper without a clear sense of organization, so whether you must show the outline to your teacher or not, write one for your own sake.

Rough Draft

Write the rough draft as if it were an extended composition. Use your ordered notecards and your own creative ideas and reasoning to blend together notes into meaningful paragraphs. When you sit down to write, have plenty of paper, your final outline, your note cards, a dictionary, and two different writing utensils. You will need one of them to be a bright color so you can follow arrows that you may need to use as you move pieces around. Start by skimming through your note cards again and making sure that they are in the order in which you want to take them. Paper clip cards together that you want to put in the same paragraph.

As you write, keep your thesis statement in mind. Return periodically to it to help direct you in your writing and your reader in his reading. The final product should not merely be a patchwork of connected note cards, but a carefully constructed presentation of a thesis. Both your thesis statement and your organization of evidence should reflect your original thought and work. You should synthesize material from several different sources to clarify and support your ideas. The ideas themselves are more important than is the research. The research process enables you to draw conclusions; the notes you take will help you to support the conclusions; the paper you write will repesent your conclusions in your own way.

To prepare your introduction, think of the structure as an inverted pyramid. You may start with general, unopinionated observations about your topic and move systematically and logically to your thesis statement. Aim for an introduction of not less than five sentences.

- - - - General observation

- - - - Logical progression of ideas

- - - - Thesis statement

The *body* contains all of the material needed to support your thesis statement. Follow your outline, providing smooth transitions or bridges between ideas to make your paper flow. Each topic sentence should relate to the thesis statement, and its connection must be made clear. You may use your own creativity in making deductions and conclusions, but do not state your unsupported beliefs. Be sure you fully develop your ideas with examples, illustrations, statistics, details, case studies, and quotations from authorities as well as your own reasoned interpretations.

As you write, take the time to include the necessary documentation for material that you incorporate from your sources. The documentation is PART OF YOUR ROUGH DRAFT. The next section of this guide will teach you how to give credit to your sources in the proper ways. Be sure to integrate quotations smoothly into the context of your own thought. Never leave a quotation hanging by itself; make it work for you to help support your thesis. For quotations that will take four or more lines in your paper, prepare them according to the following guidelines:

- Introduce with a colon or comma.
- Continue double spacing.
- Indent 10 spaces from the left margin and use a regular right margin.
- Do not use quotation marks unless you have a quotation within a quotation.

Set off three or more lines of poetry, and set them up as they appear in the book from which you took them.

The conclusion should be a natural outgrowth of your paper, giving a feeling of completeness. Perhaps you can pick up an idea or image from the introduction. Your conclusion should highlight the central thesis; it should not simply conclude one portion of your paper, and it should not introduce new material. One effective way of concluding a paper is to follow another pyramid, reversed from the introduction. Begin with your thesis and end on a general note. Remember that the conclusion leaves your reader with an overall impression; make it a good one.

Crediting Sources or Documentation

While you are writing your rough draft, you will be using your note cards and your bibliography cards to credit the sources that help you support and develop your points. Be sure to set up your documentation correctly as you write the first draft; it is an essential part of the paper. Do NOT WAIT UNTIL THE FINAL DRAFT TO PUT IN THE DOCUMENTATION. Whether the material is quoted directly or put in your own words, you must give the sources of all information and ideas on which you depend in your paper. Use your common sense, however. After doing extensive research, you know a great deal more about your topic than when you first started doing your background reading. General information found in

nearly every source on your topic need not be documented. Of course your paper should not be made up of all general information. It would be a very poor research paper in this case. All research papers need documentation.

When to Document

Do NOT document facts and opinions of general knowledge:

- The earth is round.
- Shakespeare died in 1616.
- Lee surrendered to Grant on April 9, 1865.

Do document specialized facts and opinions that reflect someone's careful study:

- The earth's diameter is 7,927 miles.
- Shakespeare might have played the role of Hamlet's ghost.
- The least striking of Walt Whitman's Civil War poems are the least personal.

The purposes of documentation are several:

1. to indicate the source of borrowed material that readers might otherwise mistake as your own
2. to enable readers to verify such things as statistics
3. to help readers to find additional material on your subject
4. to give authority to your ideas and opinions

When your teacher evaluates your paper, one of her key considerations is how well and how correctly you used your sources. As you write your draft, use your cards properly. The page numbers for material should be on the note cards, and the codes will direct you to the bibliography cards with their source information.

Methods of Documentation

Sources may be attributed in three ways: through endnotes, through footnotes, or through tagging of sources within the text itself. The latter method is preferred by the *MLA Handbook for Writers of Research Papers*, the authority for most colleges, universities, and journals. Endnotes have replaced footnotes for the most part. You should check with your teacher for his/her preference and use the part of this guide that teaches the method you need.

Documenting in Text

As stated above, you will find that most post-secondary schools require students to credit material to sources within the text of the paper itself. Combined with parenthetical documentation (giving page numbers in

parentheses), this method avoids the problem of remembering to do endnotes or footnotes. The latter are more difficult to set up and to space correctly.

The information in the text and the parentheses directs the reader to the WORKS CITED list, which is much like a bibliography and appears at the end of the research paper. The reader should be able to get all the information he needs to locate the source from a combination of in-text material, parenthetical material, and the Works Cited list. You will follow directions given later in this guide to prepare this list.

General Rule: The first time a source is used, introduce the source by author and title IN YOUR TEXT. Afterward, simply refer to the source by the writer's name or through parenthetical reference.

Example:

In New Hampshire Literature Gilmore states that New Hampshire's first novel was published in 1800 (4).

Sometimes this method is called "tagging" sources. Think of it as putting a "tag" on borrowed material. Following the first use of a source, the options below may be used:

a. Cite the author's last name and the page number(s) of the source in parentheses.

Example:

At this time, a common, unifying theme among New Hampshire writers was the ideal community (Gilmore 6).

b. Cite the author's last name in the text and place only the page number(s) of the source in parentheses.

Example:

Gilmore also states that the idealized community of nineteenth century New Hampshire was a refuge from the outside world (7).

The information in the text and the parentheses direct the reader to the Works Cited list which appears at the end of the research paper. The Works Cited entry for the examples given above would look like this:

Gilmore, Robert, ed. New Hampshire Literature. Hanover: University Press of New England, 1981.

Again, you will learn how to convert your bibliography cards into the Works Cited list in a later section of this guide.

You will find below several other examples of in-text or parenthetical documentation. Study them carefully, and notice that the tag should always match the material in the Works Cited list.

Psychokinesis occurs when someone's thoughts influence the activity of some physical object or the outcome of some event (Engle 425).

— OR —

Engle says that psychokinesis occurs when someone's thoughts influence the activity of some physical object or the outcome of some event (425).

. . . . . .

Writing in Frontiers magazine, Marlene Springer says that May Sarton is among the few writers who considers both the dangers and the potentials faced by the elderly (46-48).

— OR —

The critic Marlene Springer states that Sarton's writing shows that she considers old age to be a time of both danger and challenge. She (Springer) adds that although Sarton never ignores the physical and mental difficulties of aging, she looks at the elderly as having dignity (46).

The tag is used whether the material is paraphrased or quoted, and the parenthetical information comes at the end of the piece you have taken from the source.

Hyatt Waggoner states, "In creating Coverdale [his narrator], Hawthorne isolated and projected a part of himself that he disliked" (Critical Study 207).

When using a quotation longer than four typed lines, set it off by starting a new line, indenting 10 spaces from the left, and typing it double spaced without quotation marks. Use a regular right-hand margin. Usually a colon follows the last sentence of the paper's text.

In an article in Smithsonian magazine, Daniel Chasan explains one way in which varieties of apple trees spread across the United States:

> In the 18th and early 19th centuries, itinerant grafters made their way through New England. Some carried scions, the thin branches that are grafted onto another root or trunk, that had been grown

in nurseries or imported from England. Some of the grafters were charlatans who carried crab-apple scions around. (124)

No quotation marks are needed, and the period comes before the parentheses in this case.

In all of these examples, the material is "tagged" with the writer's name. The name of the book is put into the parentheses only if the Works Cited list contains more than one book by the same writer or on the first use of the book. The second sample paper in this guide uses tagging. Use your imagination in writing your own parenthetical documentation. Remember that its purpose is that the reader will be able to locate the research material by checking the tag, the parentheses, and the Works Cited list. A number of combinations may be used as long as all the necessary information is provided.

Preparing Endnotes

As you incorporate material from your note cards into your draft, you may need to use endnotes or footnotes instead of documenting in the text of the paper. You will be consistent throughout the paper, though, and use only one method. Endnotes are placed on one or more pages at the end of your research paper, directly before the Works Cited list. They are double spaced throughout. Your teacher may ask you to use footnotes, which use the same form as endnotes but are placed at the bottom of the page on which their references appear. Footnotes are single spaced within entries and double spaced between. A number is placed after the last word of the quoted material or the section to be endnoted. The first sample paper uses this technique. The number you use corresponds to the number used for the endnote. Number endnotes consecutively throughout the paper, beginning with number 1. The numbers, called superscript, are placed slightly above the line of print with no periods after them.

As you write your draft, stop to write out each endnote correctly on a separate piece of paper. This paper will become your endnote page. Refer to the code on the notecard; locate its bibliography card; and transform its information into an endnote that follows the samples below. The endnote samples correspond with the bibliography samples found earlier in this booklet. As you compare the two forms, you will notice the following differences between bibliographical entries and notes:

1. The name order of authors is reversed. The last name comes first in a bibliographical entry to allow for easy alphabetizing.

2. The bibliographical entry is punctuated as 3-4 separate "sentences," using periods between parts. The endnote is punctuated as a single "sentence," using commas between parts.

3. The indenting is reversed. Bibliographical entries start at the margin; endnotes are indented. Second and following lines are indented in bibliographical entries but meet the margin in endnotes.

4. **Publication information is placed in parentheses in an endnote, not in bibliographical entries.**

5. **Page numbers are given in all endnotes, but only rarely in bibliographies.**

Endnotes for books contain the following pieces of information, if available, in the following order:

- **author's name, first name first**
- **title, underlined (or italicized)**
- **edition, if other than first**
- **place of publication, publisher, date of publication, all in parentheses**
- **volume, if given**
- **page or pages**

The following examples of endnotes show the different varieties of books. Follow their spacing and punctuation exactly. If they were footnotes, they would be single spaced.

ONE AUTHOR

[1]Eileen Dover, Dropped Off a Cliff (Cambridge: Harvard University Press, 1981) 60.

TWO AUTHORS

[2]Marjorie P. Katz and Jean S. Arbeitner, Pegs to Hang Ideas On (New York: M. Evans and Co., 1973) 174.

MORE THAN TWO AUTHORS

[3]Sam Seals et al., Monkey Business at the Zoo (Chicago: Addison-Wesley, Inc., 1975) 107-109.

ANONYMOUS BOOK

[4]The Times Atlas of the World, 5th ed. (New York: New York Times, 1975) 212.

BOOK WITH AN EDITOR RATHER THAN AN AUTHOR

[5]John Fell, ed., The Book of Wells (New York: Appleton-Century-Crofts, 1980) 10.

INTRODUCTION TO A BOOK

[6]Maxwell E. Perkins, Introduction, Look Homeward, Angel, by Thomas Wolfe (New York: Charles Scribner's Sons, 1957) ix.

WORK FOUND IN AN ANTHOLOGY

[7]Alfred, Lord Tennyson, "The Passing of Arthur," Adventures in Appreciation, ed. Kathleen T. Daniel, Heritage edition (New York: Harcourt, Brace Jovanovich, 1980) 475.

Endnotes for magazines contain the following pieces of information in the following order:

- **author's name, if known, first name first**
- **title of article, in quotation marks**
- **title of magazine, underlined (or italicized)**
- **volume number, in Arabic numerals, if given**
- **issue number, if given**
- **date of volume, if given**
- **page or pages where cited material appears, preceded by a colon**

SAMPLE FOR MAGAZINE

[8]Lena Lovely, "How to Look Beautiful in Ninety-nine Easy Lessons," Glamour, 20, 4 (1975): 31.

Endnotes for encyclopedias contain the following pieces of information in the following order:

- **author's name, if given, first name first**
- **title of article, in quotation marks**
- **title of encyclopedia, underlined (or italicized)**
- **year of edition**

SAMPLE FOR ENCYCLOPEDIA

[9]Fred Friendly, "Ice Cream," Encyclopaedia Britannica, 1980 ed.

Endnotes for newspaper articles contain the following pieces of information in the following order:

- **author, if given, first name first**
- **headline, in quotation marks**
- **name of newspaper, underlined (or italicized)**
- **date in full**
- **page, preceded by a colon**

SAMPLE FOR NEWSPAPER ARTICLE

[10]"Another Hang-Gliding Success," The Nashua Daily Telegraph, 30 October 1981: 16.

Endnotes for interviews contain the type of interview, the person interviewed, and the date in full.

SAMPLE FOR INTERVIEW

[11]Personal interview with Ronald Reagan, 30 March 1981.

Endnotes for pamphlets are similar to book endnotes.

SAMPLE FOR PAMPHLET

[12]Modern Language Association of America, "Wimp" and Other Slang Words (New York: MLA, 1982) 3.

Endnotes for films, filmstrips, slide presentations, and videotapes contain the following pieces in the following order, if available:

- **title, underlined (or italicized)**
- **medium used**
- **writer**
- **director**
- **producer**
- **distributor**
- **year**
- **size and length of item**

SAMPLE FOR FILM, FILMSTRIP,
SLIDE PRESENTATION, OR VIDEOTAPE

[13]The Wizard of Oz, videocassette, dir. Victor Fleming, prod. Mervyn Leroy, MGM/VA Video, 1985, 101 min.

If you refer more than once to the same article or book, you do not need to repeat the entire entry. Latin abbreviations (*Ibid.*, *op. cit*) are no longer used. Simply use the author's last name and the page number. If the same author wrote two articles or books that you have used, give the author's last name, part of the title, and the page number.

SAMPLES FOR SECOND AND LATER ENDNOTES

[14]Lovely 37.

[15]Dover, Floating in Space 50.

Preparing Works Cited List/Bibliography

If you have prepared your bibliography cards with care as you added new sources, you only need to arrange them alphabetically and to copy them as a final bibliography according to the following guidelines:

1. **Include every source documented in the text as well as any other sources that provided you with general background. OMIT BOOKS YOU LOOKED AT BUT DID NOT USE.**

2. Center the title *Works Cited* at the top of the page, using the same top margin as page 1 of your research paper. Use the title Bibliography if your teacher prefers.

3. DO NOT NUMBER ITEMS.

4. Arrange sources alphabetically by the author's last name. If no name is given, use the first IMPORTANT word of the title.

5. Double space the bibliography within and between entries. Leave no extra space, therefore, between entries. The indenting will set each entry off, as you will see in the samples. If you are handwriting, skip one line between each entry.

6. The first line of each entry starts at the left margin. The second and following lines for each entry are indented to make the author's name or title stand out. You will remember that this is the opposite of an endnote.

7. If the list contains more than one source by the same author, substitute an underline (1½ inches) followed by a period for the author after the first entry belonging to him. You will see samples of this in the two model papers.

8. The *Works Cited* page is the last sheet of paper in the research paper and is NOT NUMBERED. It is an essential part of your rough draft as well as your final draft.

Final Draft

Your final draft should NOT SIMPLY BE A NEAT COPY OF YOUR ROUGH DRAFT. Revising the paper means adding or subtracting sections, moving sentences and paragraphs, rewording sentences, and correcting errors. You may even modify your thesis statement so much that the paper will need a complete overhaul. Plan to allow time for several careful readings, including a proofreading after you have rewritten or typed your final paper. Check spelling, documentation, and emphasis on thesis very carefully.

Typing Guidelines

Research papers are double spaced throughout (including, you will remember, set-off quotations, endnotes, and Works Cited list) and have a 5-space paragraph indention. Maintain an approximate 1-inch bottom margin and 1-inch top and side margins on all but page 1. For the first page leave a 2-inch top margin with elite typewriters and a 1½-inch top margin with pica typewriters. *If you are going to bind the manuscript at the left, leave an extra half-inch in the left margin to allow for the binding.* Centering is

done over the line of writing in this case. Type the page number on line 4 at the right-hand margin on all but page 1. Triple space and continue. On the first page, center the number ½-inch from the bottom.

32

TITLE PAGE

3" Top Margin
(begin on line 19)

NESSIE

THE LOCH NESS PHANTOM

Single Spaced

Name John Doe
Period Period 2
Date November 13, 1987

1" Side Margin

1" Bottom Margin

33

OUTLINE

NESSIE: THE LOCH NESS PHANTOM — Centered – All Caps

I. Loch Ness

A. Form
B. Water
   1. Content
   2. Temperature

Double Space Before and After Major Divisions Only

II. Evidence

A. Sightings
B. Photographs
C. Sonar

III. Candidates

A. Reptiles
B. Fish
   1. Eels
   2. Salmon
   3. Sharks
C. Mammals
   1. Otters
   2. Seals, sea lions, walruses
   3. Whales, dolphins, porpoises
   4. Dugongs, manatees
   5. Steller's sea cow

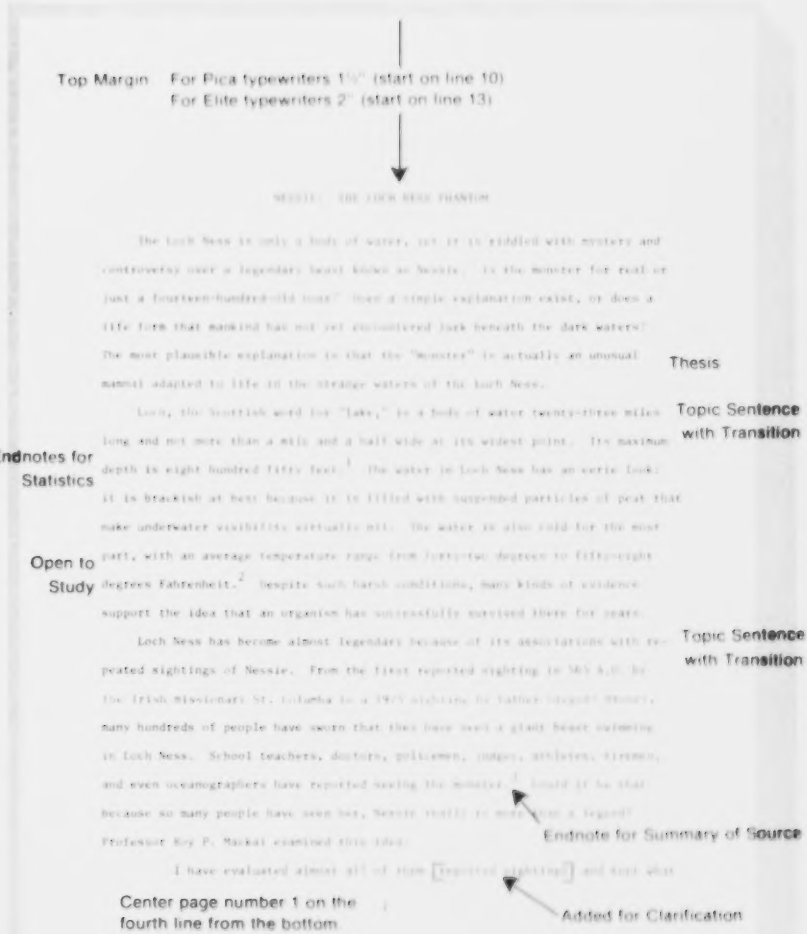
IV. Arguments

A. For/against reptiles
B. For/against fish
C. For/against mammals
D. For/against a new form of life

Line Up Vertically
Divisions of Equal Rank

$3\frac{1}{2}$

FIRST PAGE OF RESEARCH PAPER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For Pica typewriters 1½" (start on line 10)
For Elite typewriters 2" (start on line 13)
Thesis
Topic Sentence with Transition
Endnotes for Statistics
Open to Study
Topic Sentence with Transition
Endnote for Summary of Source
Center page number 1 on the fourth line from the bottom
Added for Clarification

SECOND PAGE OF RESEARCH PAPER

Type the page number on the 4th line down on the right margin, then triple space

1" Top Margin Second and Succeeding Pages

I determined to be two hundred fifty-one valid observations. I discarded all reports of sightings that seemed clearly to be waves, birds, logs, and other known objects . . . . No attempt was made to weigh the reliability of observers in terms of occupation, age, experience, or character."

Endnote for Quotation (set off because of length)

The absence of a reliability check was only one weakness in the eyewitness accounts . . . .

Topic Sentence

— MIDDLE PART OF BODY OF PAPER OMITTED FOR SPACE —

Conclusion/Thesis

Of all the theories developed, the most reasonable is indeed that the creature is a uniquely adapted mammal. The fascination of this being cannot be denied. Many people think that the Loch has become too much of a tourist site and scientific hunting ground, mainly because of the "up-to-date highway that gives travelers easy access to the previously remote Loch Ness."[14] Easier access has brought more tourists and more scientists: the Massachusetts Institute of Technology, the Harvard Museum of Comparative Zoology, the Smithsonian Institute, Applied Science and the New York Times have all sent teams of investigators. Still no absolute proof exists, only more evidence about the Loch itself. All of this attention does throw light on one of the monster's most important traits for his survival: extreme shyness and an ability to thrive in the murky depths of the Loch Ness.

Echoes of Introduction

Quotation Integrated Smoothly and Endnoted

ENDNOTES PAGE

Endnotes

[1]Roy P. Mackal, The Monsters of Loch Ness (Chicago: The Swallow Press, Inc. 1976) 2.

[2]Mackal 137. Full Information Already Given

[3]James R. Sweeney, Sea Monsters (New York: David McKay Co., Inc. 1977) 80-81.

[4]Mackal 84.

(ENDNOTES 5-11 ARE FROM THE OMITTED SECTION OF THE PAPER)

[12]"Elusive 'Nessie,'" Newsweek, 92 (December 1978): 26. No Author Given

WORKS CITED PAGE

Same Top Margin as First Page

Do not number this page

Works Cited

Bartusia, Marcia F. "Will the Real Nessie Please Stand Up?" Science News, 116 (18 August 1979): 122-123.

_____. "The Case for the Loch Ness Monster." Science News, 109 (17 April 1976): 247-248.

_____. "Elusive 'Nessie.'" Newsweek, 92 (4 December 1978): 78-79.

Cohen, Daniel. A Modern Look at Monsters. New York: Dodd, Mead and Co., 1970.

Holiday, F. W. The Great Orm of Loch Ness. New York: W. W. Norton and Co., 1970.

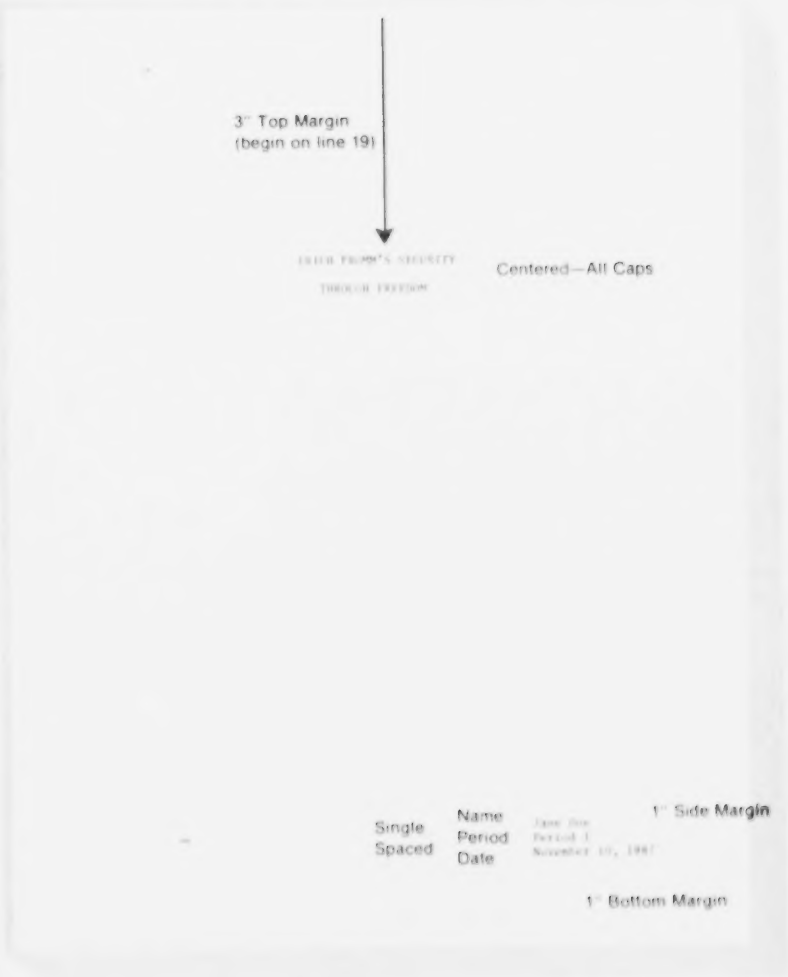
Mackal, Roy P. The Monsters of Loch Ness. Chicago: The Swallow Press, Inc., 1976.

Morse, Joseph Laffan. "Scotland." The Universal Standard Encyclopedia. 1958 ed.

Sweeney, James B. Sea Monsters. New York: David McKay Co., Inc., 1977.

Same Author as First Entry (Bartusia)

TITLE PAGE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Single Spaced
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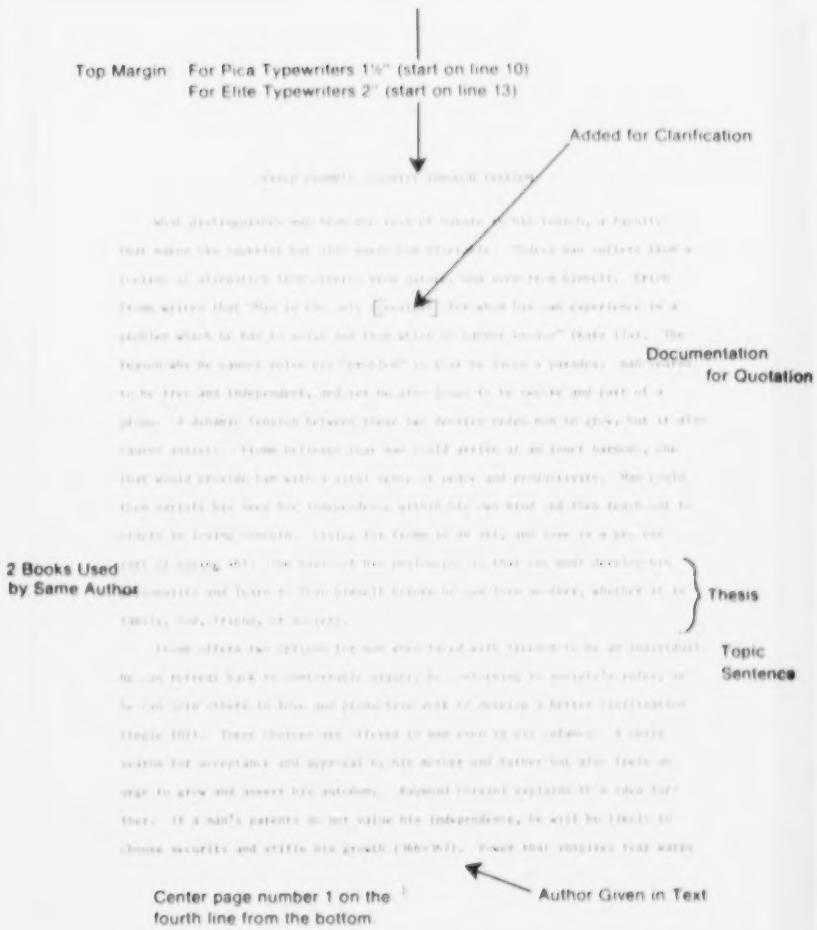
Date
1" Bottom Margin

FIRST PAGE OF MANUSCRIPT WITH TAGGING


Top Margin For Pica Typewriters 1½" (start on line 10)
For Elite Typewriters 2" (start on line 13)
Added for Clarification
Documentation for Quotation
2 Books Used by Same Author
Thesis
Topic Sentence
Center page number 1 on the fourth line from the bottom
Author Given in Text

SECOND PAGE OF RESEARCH PAPER

Type the page number on the 4th line down on the right margin, then triple space

man's reason and emotions, hindering him from choosing independence by making him run for security and comfort. The drive to be free remains, however, causing resentment in the child. Fromm believes that acting out in a child is proportionate to the "amount to which the expansiveness of his life has been curtailed. Destructiveness is the outcome of the unlived life" (Fate 181). Fromm describes his own parents, says Rainer Funk . . . .

[REMAINDER OF THE BODY OF THE PAPER IS OMITTED]

Quotation Integrated Smoothly

Do not number this page

Same Top Margin as First Page

Corsini, Raymond J. Current Psychotherapies. 3rd edition. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1984.

Engle, T. L. and Grace Snellgrove. Psychology: Its Principles and Applications. New York: Harcourt Brace Jovanovich, 1969.

Fromm, Erich. The Art of Living. New York: Harper and Row Publishers, 1962.

_____. You Shall Be as Gods. New York: Fawcett World Library, 1966.

Funk, Rainer. Erich Fromm: The Courage to Be Human. New York: The Continuum Publishing Co., 1982.

Kats, Marjorie P. and Sonya J. Lewerenz. Days to Keep. New York: H. Evans and Co., 1973.

Pollock, George H. "Fromm, Erich." World Book Encyclopedia. 1981 ed.

Same Author as Previous Book (Fromm)